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ABSTRACT

The Committee for General and Technical Education of the Council of Europe commissioned a comparative study of modern language teaching in European primary and secondary schools, the results of which are presented here. School systems and plans of primary and secondary education in the 21 member states of the CCC are reviewed, along with the languages taught and types of programs used; and the statistics are charted in tables. Frequency and length of language periods in schools are also diagrammed; there is considerable variation in years of study and periods per week, depending on the number of languages taught and the school's emphasis. The average number of pupils per class in all countries ranged between 20 and 30. Everywhere, a main aim of modern language teaching was to give students a practical working knowledge of a language for better international communication and understanding. Efforts are being made to modernize language instruction, and five methods are being used by teachers; grammatical (on the point of disappearing from the schools), direct or oral, modified direct, audiovisual and applied linguistics or structural. Final examinations, teacher training and future aims are noted, and appendices include a questionnaire and Council of Europe resolutions on expansion and improvement of language teaching. (CK)

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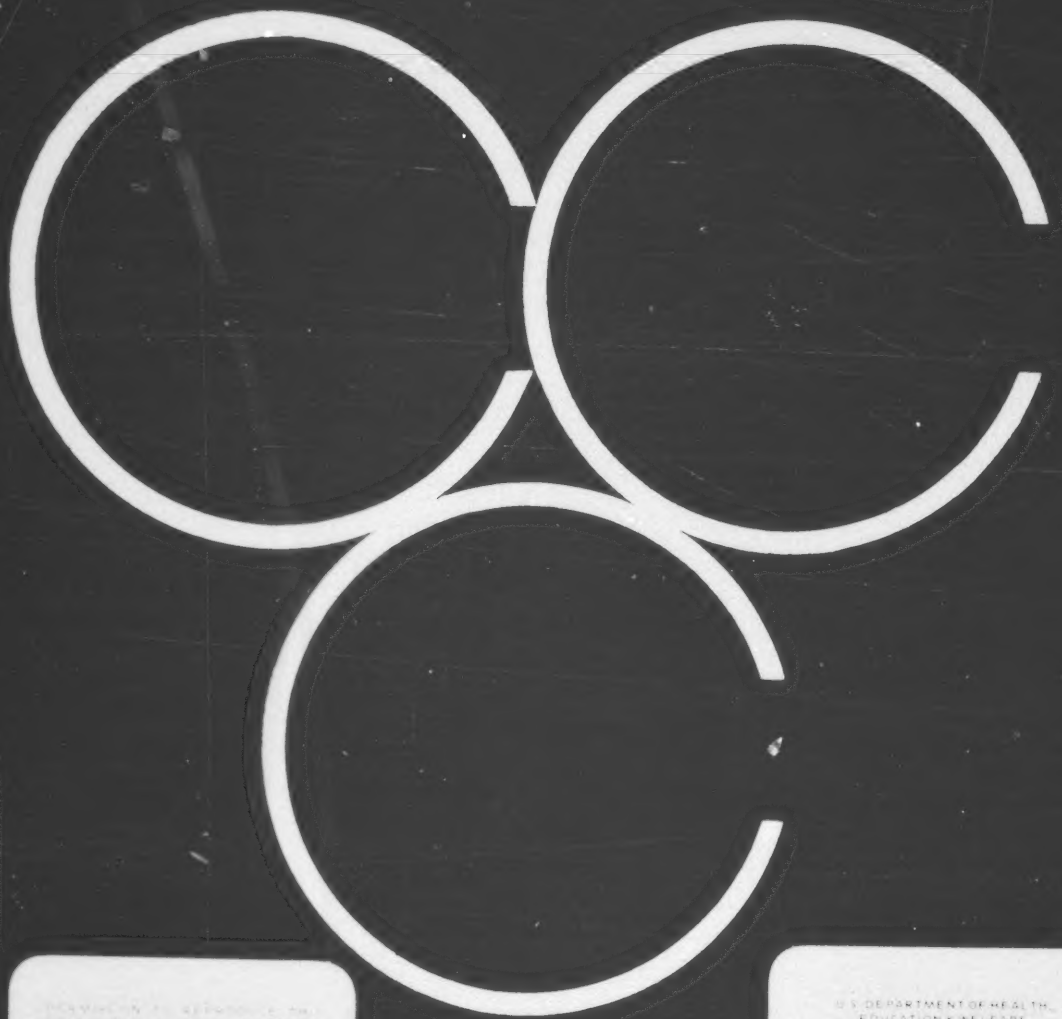

ED 005 916

MODERN LANGUAGES IN SCHOOL

COUNCIL OF EUROPE / 1973

MODERN LANGUAGES IN SCHOOL

1300

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COUNTRY REPORTS (Volume II)

Austria, Belgium, Cyprus, Denmark, Spain, Finland, France, Greece, Ireland, Iceland, Italy, Luxembourg, the Netherlands, Norway, Federal Republic of Germany, United Kingdom - England and Wales, Northern Ireland, Scotland, Sweden, Switzerland, Turkey.

The Council for Cultural Co-operation was set up by the Committee of Ministers of the Council of Europe on 1 January 1962 to draw up proposals for the cultural policy of the Council of Europe, to co-ordinate and give effect to the overall cultural programme of the organisation and to allocate the resources of the Cultural Fund. It is assisted by three permanent committees of senior officials: for higher education and research, for general and technical education and for out-of-school education. All the member governments of the Council of Europe, together with Greece, Finland, Spain and the Holy See are represented on these bodies (1).

In educational matters, the aim of the Council for Cultural Co-operation (CCC) is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home television to advanced research; from the organisation of youth centres to the improvement of teacher training. The countries concerned will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

Since 1963 the CCC has been publishing, in English and French, a series of works of general interest entitled "Education in Europe", which records the results of expert studies and intergovernmental investigations conducted within the framework of its programme. A list of these publications will be found at the end of the volume.

Some of the volumes in this series have been published in French by Armand Colin of Paris and in English by Harraps of London.

These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor:

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

The opinions expressed in these studies are not to be regarded as reflecting the policy of individual governments or of the Committee of Ministers of the Council of Europe.

Applications for reproduction and translation should be addressed to the General Editor.

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(1) For complete list, see back of cover.

P R E F A C E

In 1969, within the scope of its "major project, modern languages", the Committee for General and Technical Education commissioned Mr Neumeister to undertake on its behalf a comparative study of modern language teaching in primary and secondary schools.

When commissioning this study the committee had as its primary objective the idea of bringing together the characteristic features of teaching in this subject in all member states of the Council for Cultural Co-operation, on the basis of information supplied by the various governments. No one was better qualified than Mr Neumeister to perform this task, since besides being a member of the committee and thus having direct access to the information from all the member states, he is also Director of the Pädagogischer Austauschdienst in Bonn, that is to say, in charge of an institution whose aim is precisely to promote exchanges between the countries. Initially he was engaged in a task of compilation and subsequently in one of synthesis and reflection on the basis of the information received.

The paper that we have the pleasure of presenting here is the outcome of his research. It comprises on the one hand a synthesis volume, and on the other a series of individual country reports to which the reader should refer.

INTRODUCTION

"No one today who thinks at all deeply will deny the importance of a knowledge of foreign languages in all efforts tending towards the creation of a more closely integrated Europe. Co-operation in all fields and at all levels would be much smoother and easier if all Europeans could understand and express themselves in at least one widely known language other than their own." (1)

When the representatives of the member states of the Council of Europe signed the European Cultural Convention in Paris on 19 December 1954:

"Considering that the aim of the Council of Europe is to achieve a greater unity between its Members for the purpose, among others, of safeguarding and realising the ideals and principles which are their common heritage;

Considering that the achievement of this aim would be furthered by a greater understanding of one another among the peoples of Europe;"

they agreed among other things that:

"Article 2

Each Contracting Party shall, in so far as may be possible,

a. encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and

b. endeavour to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory."

When the European Ministers of Education met for their second conference, at Hamburg in 1961 (2), their Resolution No. 6 included the following passage:

"The Ministers of Education express the conviction that greater importance than ever must be attributed to increasing the knowledge of modern languages. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international co-operation and the safeguarding and development of our common heritage depend upon it.

The Ministers agree upon the need to provide, or to improve, facilities for teaching modern languages at school. Consideration should be given to the possibility of this instruction being made compulsory."

At their third conference in Rome in 1962 the Ministers resumed their study of the problems of modern language teaching and adopted a further resolution (3), in which the view was expressed:

"that ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not yet given".

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(1) Cf. the preface to "Recent Developments in Modern Language Teaching" Education in Europe Section IV (General) - No. 1, Council for Cultural Co-operation of the Council of Europe, Strasbourg 1964.

(2) Second conference of European Ministers of Education (Hamburg 10 - 15 April 1961) - Resolution No. 6 on the expansion and improvement of modern language teaching.

(3) Third conference of European Ministers of Education (Rome 8 - 13 October 1962), Resolution No. 2 on the teaching of modern languages.

The Council for Cultural Co-operation was set up in 1962, and adopted modern language teaching as one of its major objectives. At its June 1964 session the CCC defined the priorities for its "Major Project, Modern Languages" (1):

"1. Draw up a list

   a. of the means available (teaching methods and material);

   b. of current research applicable to modern language teaching.

2. Arrange for systematic distribution of the information and documents collected.

3. Stimulate research considered to be particularly important in the field of linguistics applied to modern language teaching.

4. Promote experimental use of new teaching methods and material.

5. Devise methods of permanent co-operation with non-governmental organisations.

6. Promote mutual aid for modern language teachers.

7. Promote the exchange of teachers, students and school children.

8. Pursue an active policy in the field of publications enabling teachers to extend their general linguistic culture and to become acquainted with new research and techniques.

9. Organise seminars and meetings of experts with a view to co-ordinating action taken at national level and exchanging views on past and current experiments.

10. Help to organise and finance international meetings whose themes have a bearing on the 'Major Project, Modern Languages' of the CCC."

In May 1965 a modern languages section was established within the Secretariat of the Council of Europe, having as its main task the co-ordination of all activities covered by the "Major Project, Modern Languages".

The need for an overall view and an appreciation of the existing state of affairs with regard to modern language teaching prompted the Secretariat in 1962 to address an enquiry to the Ministries of Education of the member states. The basic document to serve for this investigation was the questionnaire DECS/Mod.Lang. (62) 3 revised, drawn up at a meeting of modern language experts on 24 July 1962. This document bears the date 25 July 1962 (2).

The initial information supplied by the European Ministers of Education in response to the questionnaire was then processed by the Secretariat, and was also placed at the disposal of the authors of the publication: Modern Languages and the World of To-day by Max Gorosch, Bernard Pottier and Donald C Riddy (3).

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(1) "Major Project, Modern Languages", note presented by the Directorate of Education and of Cultural and Scientific Affairs on the occasion of the 8th session of the Council for Cultural Co-operation (Strasbourg, 31 May - 4 June 1965), Strasbourg, 6 May 1965 - restricted CCC (65) 14.

(2) Cf. Appendix I

(3) Council for Cultural Co-operation and AIDELA, Strasbourg 1968.

In 1964 the Head of the General and Technical Education Division of the Secretariat invited the author of the present study to undertake a comparative study dealing with the structure and dimensions of modern language teaching in the member states, on the basis of the information supplied by the European Ministers of Education in response to the July 1962 questionnaire. After examination of this material it appeared necessary to put further questions and to consult relevant official publications. A first draft of this conspectus of the situation in the 15 countries which had supplied information was completed in 1968.

In the meantime the Council of Europe Secretariat had appointed official modern language correspondents in all the member states of the CCC, following the recommendation in "Resolution (69) 2 on an intensified modern language teaching programme for Europe" (1). In this resolution "the Committee of Ministers ... invites each government of member states, as soon as possible, ... to appoint a modern language correspondent (a person or an institution or the existing governmental services dealing with the CCC) to be entrusted with the task of promoting the aims of the CCC and the realisation of its intensified European programme in modern languages".

These correspondents or, if the governments had not yet made such appointments, ad hoc experts met for the first time in May 1968 at Frascati (Italy), for the second time in February 1969 in Strasbourg, and for the third time in November 1970 at Uppsala (Sweden). It was thanks to the assistance provided by these correspondents or ad hoc experts that valuable supplementary information was procured - and it was also thanks to the counsels of the general co-ordinator of the CCC's intensified modern language programme, Dr. D C Riddy, that the author was able to draft the present report on the situation of modern language teaching within the overall educational pattern of the CCC member states.

The author gleaned a rich harvest, too, by consulting the volume entitled "Modern languages at general secondary schools" published in 1964 by the International Bureau of Education in Geneva, in collaboration with UNESCO. As the latter publication deals with 85 countries throughout the world, obviously it cannot go over much into detail, and the simplifications required to achieve a basis of comparison are more numerous than is necessary for the present report. It must be noted, moreover, that this particular study gives no information about primary schooling or final examinations and very little about teacher training.

The author of this report has been compelled, however, to make certain omissions and simplifications in order to find a common basis for comparison. He eventually adopted the following plan for the reports on the CCC member states and the subsequent chapters.

1.0 The schools system

2.0 Modern languages studied

2.1 Primary education

2.11 Pre-school education

2.12 Primary education

2.2 Secondary school shorter course

2.3 Long secondary education

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(1) Resolution (69) 2 on an intensified modern language teaching programme for Europe (adopted by the Ministers' Deputies on 25 January 1969).

3.0 Time allocated to modern language studies per week

- 3.1 Primary education
- 3.2 Secondary school, shorter course
- 3.3 Long secondary education

4.0 Number of pupils per class

5.0 Aims of modern language teaching

6.0 Methods and trends

- 6.1 Methods
- 6.2 Trends

7.0 Final examinations in modern languages

8.0 Training of modern language teachers

- 8.1 Primary teacher (instituteur)
- 8.2 Maître - middle school teacher (instituteur)
- 8.3 Grammar school teacher (professeur)
- 8.4 Information and in-service training for serving teachers

9.0 Periodicals dealing with modern language teaching

Each of these chapters could well be the subject of a comparative study in depth, much more far-reaching than is possible to encompass in the present study, since it would be necessary to consult not merely government information and official publications but also all the other relevant publications - books, reports or articles in educational and research reviews and periodicals.

In principle the country reports, except in the case of Greece, reflect the situation in 1970: for Greece the situation described is that existing in 1966. Briefly it is fair to say that all countries have registered remarkable progress towards achievement of the Council of Europe's objective, that all European schoolchildren should learn a second language in addition to their mother tongue. Each country has taken steps to make it compulsory for a modern foreign language besides the mother tongue to be taught where this was not already the case.

The suggestion was made that, in order to have as precise as possible a basis of comparison, statistics should be compiled on modern language teaching in the different countries, ie absolute figures showing the number of schoolchildren per country learning such and such a language over so many years and receiving instruction for so many hours per week or per year. With the agreement of the Council of Europe Secretariat, the author has omitted such data for two reasons:

1. It is correct for one year only, and its value is accordingly short-lived.

2. It seems virtually impossible to obtain such information in precise form for a particular year for all countries or, if eventually supplied, it does not arrive until two, three or four years later, when it is no longer up to date.

The summarising chapters which follow are an attempt to provide a conspectus of modern language teaching in pre-school, primary and general secondary education in the CCC member states.

C H A P T E R 1.0

SCHOOL SYSTEMS

In order to bring out the significance of the information on modern language teaching it seemed a good idea to begin each country report with a glance at the schools system. The publication entitled "Schools System, A Guide", issued by the CCC, supplied the basic facts.

Although some countries still have a vertical-structure schools system, in which the first 4 or 5 years of primary schooling are followed by continued or advanced primary instruction, this is nonetheless parallel with the first 4 or 5 years of secondary schooling, whether the shorter or the extended course. In this report the term "primary education" applies only to the first 4 or 5 years at school, and any subsequent schooling, ie from 10 and 11 years of age onwards, is regarded as secondary education.

In certain countries a short course of secondary schooling exists side by side with an extended course, the former covering 9 to 10 academic years, the latter 12 to 13 years, including primary education. In other countries - and this is the general trend throughout Europe - after primary school all pupils enter the first cycle of secondary education: this first cycle (3 to 6 years after primary school) is followed by a second cycle of secondary education (3 to 5 years), according to the country. In all European countries where the educational system is not being reorganised on comprehensive lines this is the pattern of development.

The following schema supplies a synoptic table of the academic organisation of general education in the CCC member states.

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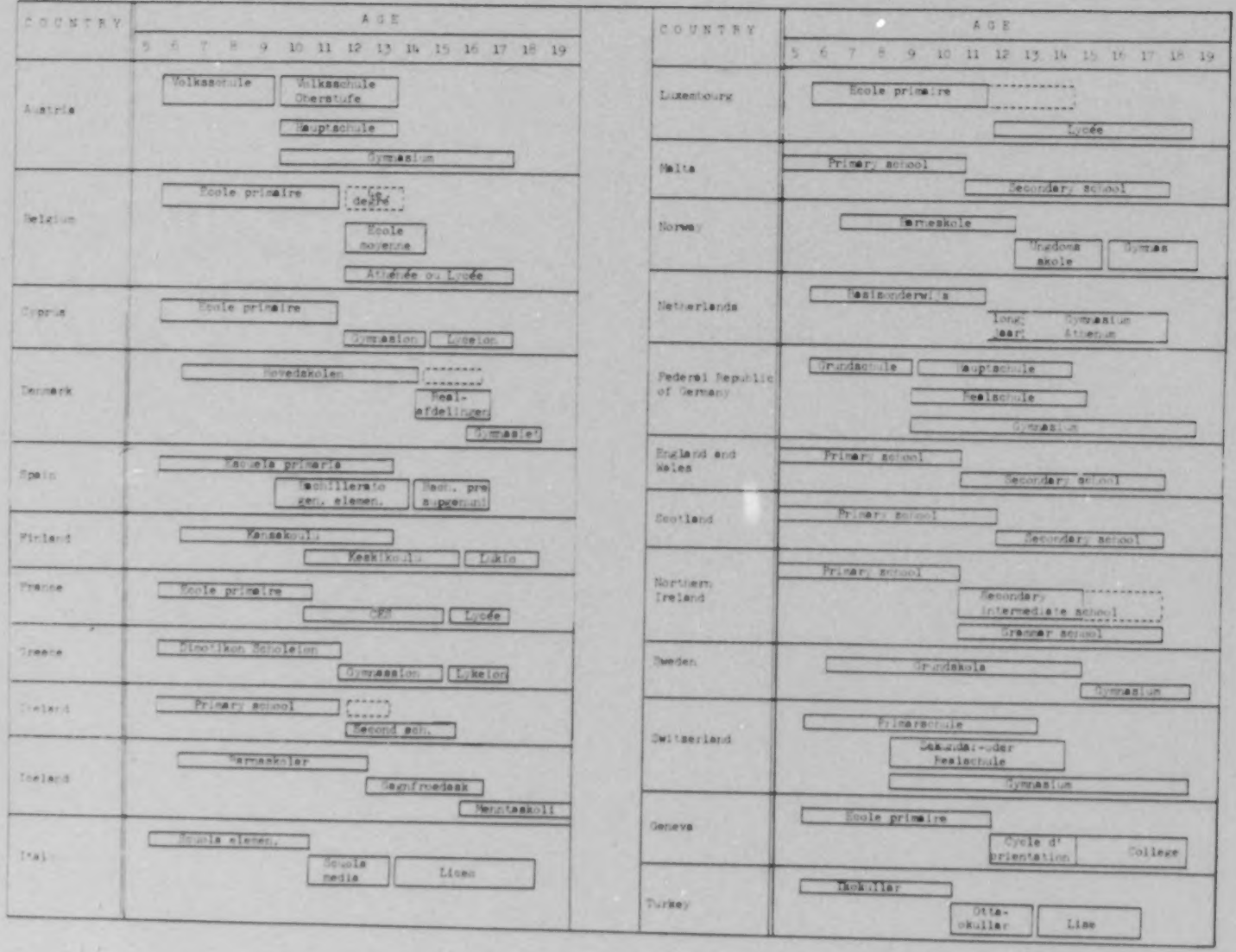
Primary and secondary education: Synoptic table



C H A P T E R 2.0

MODERN LANGUAGES STUDIED

Although foreign languages have occupied an important place among the subjects, compulsory or optional, included in the general secondary schools' curricula in all CCC member states, it is only in the last 10 years that they have found their place, either as optional or compulsory subjects in primary education - and in some countries even in pre-school education.

As is clear from a study of curricula, a distinction is made between compulsory, optional and discretionary. Compulsory teaching means that all pupils must study the language prescribed in the curriculum. Optional teaching means that they must study a subject of their own choice from several alternative possibilities offered in the curriculum including one or more languages. Discretionary teaching means that pupils need not study a modern language but may choose one if they wish to; usually they have a choice of several modern languages.

2.1 Pre-school education

A few years ago France, Britain and the Federal Republic of Germany began experimenting with the teaching of a modern language as a second language, parallel with instruction in the mother tongue, in "jardins d'enfants," infant schools and kindergarten, with the help of native kindergarten teachers and nursery school teachers who had obtained posts in the neighbouring country under an exchange scheme. In this way young French children taking part in play sessions with young German, British, Italian or Spanish nursery-school teachers come to assimilate the idiom of the latter; and in the same way young German children will be absorbing French or English.

Pre-school education (pilot schemes)

COUNTRY	English	or	French	or	German
France	x				x
Federal Republic of Germany	x		x		
United Kingdom			x		

2.11 Primary education

In most countries a modern language is taught at primary school level only by way of experiment. In some, however, a modern language has been made a compulsory subject for all children from the age of 8 or 9.

Experimental teaching of this kind may take two forms:

1. For some years now, in France and in Germany, some children coming into the primary school have already acquired some knowledge of a modern language at nursery school or kindergarten; and if all the effort made to assimilate a new idiom is not to be in vain, they must be given instruction, from their first year in primary school, which continues the linguistic culture they have received, which will maintain the early knowledge already acquired and develop it systematically in preparation for entry into secondary school.

2. Some countries, for example, the United Kingdom, France, the Federal Republic, Finland, Sweden and Switzerland, have begun in a number of schools the experimental teaching of a modern language in the third year, or from the age of 8 upwards. In Spain, under the new 1968 education act, the teaching of English has actually become compulsory for all primary school pupils from the third year onwards. Even though not all Spanish schools have been successful in attaining this ambitious aim, the tendency shown by this act is plain. In Sweden, English has been a compulsory subject for all children in the fourth year of the grundskola (basic school) - a stage in the educational process which by European standards is still regarded as part of primary education (10 years). For 10 years this arrangement is to be introduced from 1972 onwards, in the third year, that is to say for 9-year olds. Experiments began some time ago.

Thus there has been significant progress since 1962, when no modern language was being taught regularly in primary schools except Sweden ie the first 4 or 5 years at school.

We must not forget, however, those countries in which there is a special linguistic position ie countries with two or more national languages or those with linguistic minorities whose languages are recognised and taught in schools.

1. Countries with two or more national languages which are taught in school simultaneously and to the same extent:

   Ireland - Irish and English;

   Luxembourg - Luxembourgish, French and German;

   Malta - Maltese and English.

2. Countries with two or more national languages, one of which is the mother tongue and the other (or others) is (are) the first (or second) foreign language, although also national:

   Belgium - French, Dutch (Flemish), German;

   Finland - Finnish, Swedish;

   Switzerland - German, French, Italian.

3. Countries with linguistic minorities whose languages are recognised and taught in schools in certain regions:

   Austria - Croatian, Slovenian, Hungarian;

   Denmark - German;

   France - German;

   Italy - French, German, Slovenian;

   Netherlands - Frisian;

   Federal Republic of Germany - Danish, Frisian;

   Sweden - Lappish.

The following table indicates the countries where from primary school onwards a second modern language is taught alongside the mother tongue - either a second national language or a foreign language, whether experimentally for a limited number of children or as a compulsory subject for all. This table ignores minority languages.

Primary education

Country	Age				
	6	7	8	9	10
Austria				E e	
Belgium	F/D e	F/D e	F/D (c)	F/D (c)	F/D (c)
Cyprus					E c
Denmark					
Spain			E e/c	E e/c	E e/c
Finland			E/Sw/F^i o	E/Sw/F^i o	E/Sw/F^i o
France	E/G/I/Sp e		E e	E e	E e
Norway					
Fed. Rep. of Germany	F e		E e	E e	
United Kingdom			F e	F e	F e
Sweden				E e	E c
Switzerland			G/F e	G/F e	

D = Dutch
E = English
F = French
F^i = Finnish
G = German
I = Italian
Sp = Spanish
Sw = Swedish
c = compulsory
(c) = compulsory in certain regions
e = experimental
o = optional
G/F = German or French etc

2.21 Secondary school, shorter course

In all countries where there is a shorter course pattern of secondary education the curriculum includes one or more modern languages.

COUNTRY	Number of modern languages		
	Compulsory	Optional	Discretionary
Austria	1		1
Belgium	1		
Denmark	1 - 2		
Finland	1		1
France	1 - 2		
Italy	1		
Luxembourg	3		
Norway	2		
The Netherlands	1 - 3		1
Fed. Rep. of Germany	1		1
United Kingdom			
England			1
Scotland			1
Northern Ireland			1
Sweden	1		1
Switzerland	1		1
Turkey	1		

2.22 Secondary school, extended course - lower level

The extended course secondary curricula in all countries provide for the teaching of one or more modern languages from the lower level onwards. In several countries the lower level of the secondary school extended course and the secondary school shorter course are identical, except for the number of modern languages. Whereas the previous table (2.21) shows only countries with middle schools (secondary school, shorter course), where courses actually conclude, the following table shows all the alternatives in the lower secondary school level preparing for entry to the upper level.

COUNTRY	Number of modern languages		
	Compulsory	Optional	Discretionary
Austria	1 - 2		
Belgium	3		
Cyprus	1		
Denmark	3		
Spain	1		
Finland	2		
France	1 - 2		
Greece	1		
Ireland		1 - 2	
Iceland	2		1
Italy	1		
Luxembourg	3		
Malta	2		
Norway	2		
The Netherlands	3		
Fed. Rep. of Germany	1 - 2	1	
United Kingdom			
England		1	1
Scotland		1	1
Northern Ireland		1	1
Sweden	1	1	
Switzerland	2 - 3		1
Turkey	1		

In order to appreciate the importance attached to the teaching of the various modern languages it is worth examining the following table, which shows, for the different countries, the number of compulsory languages and where the teaching of one, two or three modern languages is compulsory (1), optional (2) or discretionary (3).

COUNTRY	1	2	3
Austria (1 - 2)	English French		
Belgium (3)	French Dutch (Flemish) English	French Dutch English	

COUNTRY	1	2	3
Cyprus (1)	English		
Denmark (3)	English German French		
Spain (1)	English French German Italian Portuguese Arab		
Finland (2)	English Swedish Finnish German French Russian	English Swedish Finnish German French Russian	
France (1 - 2)	English German Spanish Italian Dutch		
Greece (1)	French English		
Ireland (1 - 2)		French Spanish German Italian	
Iceland (2)	Danish English	German	
Italy (1)	French English German Spanish		

COUNTRY	1	2	3
Luxembourg (3)	French German English		
Malta (2)	English Italian French		
Norway (2)	English German	German	
The Netherlands (3)	English French German		
Fed. Rep. of Germany (1 - 2)	English French	French Dutch	French Dutch
United Kingdom (1)		French German Spanish Russian	
Sweden (1)	English	French German	
Switzerland (2 - 3)	French German Italian English		
Turkey (1)	English French German		

It may be concluded that English as a foreign language is part of the curriculum for the lower level of the secondary school shorter course in all countries except the United Kingdom and Ireland; French is part of the same curriculum for 15 countries, German for 14. The other modern languages taught to a lesser extent are Spanish, Italian, Dutch, Russian, Danish, Swedish, Finnish, Portuguese and Arabic.

2.3 Secondary school, extended course - upper level

Languages have a place in secondary school curricula (upper level) in all countries, with the exception of Latin and ancient Greek in classical secondary schools. The number of modern languages varies according to the type of secondary education (classical, modern, modern languages, mathematics, science etc) and according to the country.

COUNTRY	Number of modern languages		
	Compulsory	Optional	Discretionary
Austria	1 - 2		1
Belgium	2 - 3		1
Cyprus	2		
Denmark	3		
Spain	1		
Finland	3 - 4		
France	1	2	1
Greece	1 - 2		
Ireland		1 - 2	
Iceland	4		
Italy	1		
Luxembourg	3 - 4		
Malta	2		
Norway	3		
The Netherlands	3		
Fed. Rep. of Germany	1 - 2	1	1 - 2
United Kingdom			
England		1 - 3	
Scotland		1 - 3	
Northern Ireland		1 - 3	
Sweden	3		
Switzerland	2 - 3		
Turkey	1	1	

The following table shows the importance attached to the teaching of the different modern languages at the upper secondary level in the countries listed, the number of languages which are compulsory and those of which one, two, three or even four are taught as compulsory (1), optional (2) or discretionary (3) subjects.

COUNTRY	1	2	3
Austria (1 - 2)	English French Russian Italian Croatian Slovenian Hungarian		English French Russian Italian Croatian Slovenian Hungarian Spanish Czech

COUNTRY	1	2	3
Belgium (2 - 3)	Dutch French English German Spanish Italian		German Spanish Italian
Cyprus (2)	English French		
Denmark (3)	English German French Russian		
Spain (1)	French English German Italian Portuguese Arabic		
Finland (3 - 4)	Swedish Finnish English German French Russian Spanish		English German French Russian Spanish
France (1 - 2)	English German Spanish Italian Dutch Russian Portuguese Modern Hebrew Colloquial Arabic Classical Arabic Modern Greek Swedish Chinese		

COUNTRY	1	2	3
Greece (1 - 2)	French English		
Ireland (1 - 2)		French German Spanish Italian	
Iceland (4)	Danish English German French		
Italy (1)	French English German Spanish		
Luxembourg (3 - 4)	French German English Italian Spanish		Russian Dutch
Malta (2)	English Italian French		
Norway (3)	English German French Russian Spanish		
The Netherlands (3)	French German English		
Fed. Rep. of Germany (1 - 3)	English French Russian Spanish		French Russian Spanish Italian Dutch Portuguese Modern Greek

COUNTRY	1	2	3
United Kingdom		French German Welsh Spanish Russian Italian Modern Hebrew Portuguese Chinese Danish Norwegian Swedish Dutch	
Sweden (3)	English German French Finnish Spanish Italian Portuguese Russian		
Switzerland (2 - 3)	French German Italian English Spanish Russian		
Turkey (1)	French German English		

From the above summary it emerges that the following languages are scheduled as compulsory, optional or discretionary subjects in curricula for the upper level of secondary schools of CCC countries:

Language	Number of countries
English	18
French	19
German	15
Spanish	12
Italian	11
Russian	10
Dutch	5

The other modern languages taught, but to a lesser extent: Portuguese, Danish, Swedish, Norwegian, Finnish, modern Greek, modern Hebrew, Slovenian, Croatian, Arabic and Chinese.

Conclusion

All CCC member states include modern languages in their curricula for general secondary education. In the last 5 to 10 years, a large number have also introduced the teaching of a modern language as an experiment or even as a compulsory subject in their primary curricula. Lastly, three countries have initiated very interesting experiments with the teaching of a modern language at the pre-school stage.

While in a number of countries instruction in a modern language is already given to all children (between the ages of 10 and 15 in Sweden, between 11 and 14 in Italy, between 12 and 14 in Denmark, between 5 and 15 in Malta and between 11 and 16 in Norway) not to mention countries with two or three national languages, other countries have made remarkable progress towards this objective. Examples are Spain, with its 1965 ministerial decree on the compulsory teaching of English in the last two years of primary schooling; France, where a very large majority of pupils study a modern language for the CES (Certificate of Higher Education) or the CEG (Certificate of General Education); the Netherlands, where only a small proportion learns one modern language as a minimum; the Federal Republic of Germany, where at least one modern language is part of the compulsory curriculum for all types of secondary schools (Hauptschule, Realschule, Gymnasium); the United Kingdom, where some 10 years ago there was a full-scale revolution in the attitude towards modern languages.

The countries with two or more national languages are: Belgium, Finland, Ireland, Luxembourg, Switzerland.

We must therefore conclude that countries with a national language in less common use frequently require children taking the extended secondary course to study 3 or 4 modern languages as compulsory subjects, whereas countries with a national language in general use usually make do with the teaching of one or two compulsory modern languages.

Modern language gymnasia or lycées (examples)

COUNTRY	Number of compulsory modern languages
Belgium	3
Denmark	3
Finland	4
Iceland	4
Luxembourg	4
Norway	3
The Netherlands	3
Sweden	3
Switzerland	3
Austria	2
Spain	1
Italy	1
Fed. Rep. of Germany	2

It should be noted, and this is somewhat disquieting, that in certain countries there is a tendency to reduce the amount of time given to modern languages in the extended secondary school course curricula to the advantage of other subjects. In France, for example, pupils have been able since 1970 to choose intensive study of one language instead of two in preparation for the baccalauréat. In the Netherlands, under the 1968 schools reform, the total number of periods for modern languages, was cut down: before 1968 the total at the gymnasium was 36 and at the hogere burgerschool (languages section) as many as 50 - while since 1968 the total at the gymnasium has been only 29 and at the athenaeum (section A) 41.

CHAPTER 3.0

TIME ALLOCATED TO MODERN LANGUAGE STUDIES PER WEEK

The importance attached to the teaching of modern languages is shown especially by the number of weekly periods or hours allocated to them in school timetables. To have a clear basis of comparison we have first to surmount certain obstacles and agree on a few comparable units of measure. These units are figures representing the total number of weekly periods in years when a particular subject is taught. Such calculations can be only approximate as, on the one hand, teaching periods vary from country to country (and indeed in some countries from school to school: the usual length is between 35 and 60 minutes) and, on the other hand, the number of actual teaching days per year (when the children are present) also differs from country to country. In Sweden or in Italy, for example, children have 3 months' summer holiday, whereas in the Federal Republic of Germany the holiday period lasts only 6 to 7 weeks. In some countries the total of annual school holidays is well over 3 months, while other countries have barely 2 1/2 months. Moreover, some countries have a 5-day school week, others a 6-day week. Again, some countries have the happy tradition of allowing a holiday for certain commemorative days during the school year. Lastly, it must be remembered that in the course of every school year a number of teaching periods have to be suddenly cancelled, for various reasons, so that any statistical estimate is only approximate. Given all these imponderables, the totals of weekly periods cannot be used as anything more than indications for purposes of comparison.

This is not the place to speculate on the degree of efficacy of classes lasting 40 to 45 minutes, as compared with those lasting 55 or 60 minutes. The number of pupils per class is another factor that has an appreciable effect on the efficacy of teaching. However, the table below can be consulted, for purposes of information, independently of the non-quantified factors enumerated earlier.

A number of terms are used to describe the unit of teaching in timetables: an hour (meaning 60 minutes); a "teaching hour" (usually less than 60 minutes; a lesson (likewise the agreed length of time for a particular branch of study); a class (although this term is also used for a group of pupils to whom the teacher gives a class or lesson); a lesson (which is likewise a specific apportionment of the subject being taught); a period (the English term, "une période" being used latterly by some French teachers with that sense). In the present context the author has opted for the term "period" (the French term is "classe").

For a better comparison of numbers of periods and an assessment of the proportion of modern language teaching, we need to know the length of periods in the different countries.

Length of a period in minutes			
Austria	50	Italy	60
Belgium	50	Luxembourg	50
Cyprus	45	Malta	45
Denmark	50	Norway	45
Spain	60	The Netherlands	40 - 45
Finland	45	Fed. Rep. of Germany	45
France	55	United Kingdom	35 - 40
Greece	50 - 55	Sweden	40
Ireland	40 - 45	Switzerland	45 - 55
Iceland	45	Turkey	40 - 45

Given the diversity of systems and educational institutions, and the considerable number of experiments, pilot schemes, and reorganisations of school structures going on in the different CCC member states, it appears impossible to effect a total comparison. But an attempt can be made to seek out certain aspects common to most countries. The tables that follow relate, then, to the secondary school shorter courses or the lower level of secondary education as well as to the two types of extended secondary education found in one form or another in all countries: namely the modern languages gymnasium or lycée where modern languages have a predominant place in the curriculum, or the mathematics or science gymnasium or lycée where modern languages occupy a fairly modest place. These tables classify the languages by the order in which they are taught, the number of years during which they are taught and the total number of periods per week. The figures include the numbers of periods in primary schools where a modern language is being taught systematically and not as a second national language.

3.2 Secondary school shorter course or lower level of secondary education

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Austria	1	4	15
Belgium	1	3	12
	2	2	6
	3	1	2
Cyprus	1	6	20
Denmark	1	5	20
	2	4	11
	3	1	4
Spain	1	6	18
Finland	1	6 (7)	12 (15)
	2	4 (5)	8 (10)

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
France	1	4	13 - 15
	2	2	6
Greece	1	3	12
Ireland	1		9 - 15
Iceland	1	3	12
	2	2	10
	3	1	3
Italy	1	3	8
Luxembourg	1	4	21
	2	4	14
	3	2	8
Malta	1	4	28
	2	4	16
Norway	1	5	20
	2	2	10
The Netherlands	1		
	2		
	3		
Fed. Rep. of Germany	1	6	27
	2	4	14
United Kingdom	1	5	20 - 25
	2		8 - 20
Sweden	1	7	21
	2	2 - 3	7 - 11
Switzerland	1	2 - 7	6 - 28
Turkey	1	3	9

3.3 Extended secondary school course

3.31 "Modern languages" bias

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Austria	1	9	29 - 32
	2	5	16 - 19
Belgium	1	6	30
	2	4	8 - 9
	3	3	4 - 9
Cyprus	1	8	32 - 36
	2	3	6 - 7
Denmark	1	8	32
	2	6	23
	3	4	16
Spain	1	9	25
Finland	1	8 - (10)	24 - (28)
	2	7	29
	3	3	13
	4	3	15
France	1	7	24
	2	5	15
	3	3	9
Greece	1	6	24
	2	3	15
Ireland	1		9 - 15
	2		9 - 15
Iceland	1	5	20
	2	6	29
	3	5	17
	4	2	11
Italy	1	8	25
Luxembourg	1	7	38
	2	7	28
	3	6	29
	4	4	13

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Malta	1	7	49
	2	7	28
Norway	1	8	40
	2	4	18
	3	3	18
Netherlands	1	6	
	2		41
	3		
Fed. Rep. of Germany	1	9	36 - 42
	2	5	29
	(3)	(2 - 3)	(4 - 8)
United Kingdom	1	7	30 - 39
	2	6	
	3		
Sweden	1	10	30
	2	6	21
	3	3	11 - 12
Switzerland	1	7	32
	2	4	13
	3	4	13
Turkey	1	6	51
	(2)	(3)	(5)

3.32 "Mathematics and science" bias

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Austria	1	9	27 - 29
	2	(4) - 5	(12) - 17 - 19
Belgium	1	6	24
	2	5	12
	(3)	(3)	(7)
Cyprus	1	6	24
	2	3	6

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Denmark	1	7	26
	2	3	11
	3	4	16
Spain	1	9	25
Finland	1	8 - (10)	24 - (28)
	2	7	29
	3	3	13
France	1	7	23
	2	2	6
Greece	1	6	21
Ireland	1		(9 - 15)
Iceland	1	5	19
	2	5	20
	3	4	15
	4	2	8
Italy	1	8	25
Luxembourg	1	7	35
	2	7	26
	3	5	24
Malta	1	7	49
	2	7	28
Norway	1	7	28
	2	3	13
	3	3	12
The Netherlands	1		35
	2		
	3		
Fed. Rep. of Germany	1	8 - 9	36 - 37
	2	6 - 7	26 - 27
United Kingdom	1	5	20 - 25
Sweden	1	9	26
	2	5	20
	3	1	4

COUNTRY	Order in which languages are taught	Number of years	Total number of periods per week
Switzerland	1 2	7 4	29 - 30 13
Turkey	1 (2)	6 (3)	49 (5)

Conclusions

A number of conclusions can be drawn from these comparative tables:

1. More importance is clearly attached to modern languages in an extended secondary school course with a "modern languages" bias than where the bias is towards mathematics or science.

2. In Malta and Turkey more periods are devoted to the first modern language than is the case elsewhere. In Malta the first modern language is English, which all children start learning in the first year of primary school; the figure of 49 for secondary schools should therefore be increased by 48 (primary schools). In Turkey, besides the upper secondary schools there are colleges where several subjects are taught in the first modern language which means an intensification of the curriculum for that first modern language: in the lycées the figures show a reduction.

3. There are very few countries where extended secondary school courses with a mathematics or science bias do not also make provision for at least two modern languages.

4. In some countries the extended secondary school course with a modern language bias reserves a high proportion of periods for the first language only, while the number of periods for the other languages is much more modest.

5. There are other countries, however, where the extended secondary curricula in schools with a modern languages bias give almost as much weight to the second as to the first modern language: such is the case in Finland, Iceland, Luxembourg, Malta, the Federal Republic of Germany and Sweden. There are even countries where there are more periods for the second language than for the first - for example Finland and Iceland. One wonders then which is the first language - the one which children begin to learn first or the one allotted the most periods, even though it is being learnt as a secord language.

6. In 12 of the 21 CCC member states, extended secondary school courses with a "modern languages" bias provide a total of 30 or more periods per week: in Malta, Norway and the Federal Republic of Germany the total is 40 and over.

C H A P T E R 4.0

NUMBER OF PUPILS PER CLASS

One of the factors on which successful teaching depends especially when the subject is a spoken modern language, is the number of pupils per class. The table below concerns only secondary education. It must be remembered, however, that in several countries, as for example France, the United Kingdom, Belgium and others, the timetable often provides for two weekly periods, each for one half of the children in a class. Similarly, classes are sub-divided for language laboratory sessions and for work with foreign assistants where there are any.

Number of pupils in a modern langauges class

COUNTRY	Minimum	Average	Maximum
Austria			30
Belgium			32
Cyprus		35	50
Denmark		21	28
Spain			40
Finland		20 - 30	35 - 44
France	2		45
Ireland		25 - 30	
Iceland		25 - 30	
Italy		20 - 30	
Luxembourg		25 - 35	40
Malta		25	
Norway			30
The Netherlands		22 - 28	
Fed. Rep. of Germany			20 - 35(*)
United Kingdom			
England		27	30
Scotland		18	30
Sweden		30	
Switzerland		20 - 25	
Turkey	30		70

(*) 35 in the lower classes

25 in the upper classes

20 in the final year

C H A P T E R 5.0

AIMS OF MODERN LANGUAGE TEACHING

A detailed analysis of the aims of modern language teaching would constitute in itself a subject for comparative research, going beyond the scope of the present study. From the information supplied by the CCC member states, however, one can deduce certain guidelines indicative of the general trend. The country reports include summaries of the information provided on this subject, and the almost complete agreement is striking. Here are the main points:

1. The study of one or more modern languages is an integral part of pupils' general culture and their intellectual, social and international training. Its aim is at one and the same time formative, cultural and practical.

2. All countries stress the practical aspect as well as that of the general training of the mind as the purposes of learning a modern language. As regards primary education, all countries agree that the practical aim, namely greater understanding of the spoken language and oral expression, must be paramount. When it comes to secondary schools, it is necessary to differentiate between the shorter secondary school course, whose aim is primarily practical and the type of secondary education whose purpose is more academic. In the former the accent is chiefly on the practical and social aspects of learning a language, that is on developing four capacities: understanding the spoken and written language, and expression in that language, both orally and written: less emphasis is placed on general culture as an object, which is secondary to the practical aspects. The practical aims are nevertheless recognised by all countries as constituting only a part of the instruction, the most important factor in modern language teaching being the introduction it gives to the civilisation, culture and literature of the people or peoples whose language is being studied.

   Generally speaking, in countries where secondary education has a vertical structure, ie where secondary school shorter courses run parallel with extended courses - Austria, the Netherlands, the Federal Republic, for example (middle school alongside the Gymnasium), the stress is placed from the start of the extended course, on the four practical aims and also on the fifth ie the literary or cultural purpose. In those countries, on the other hand, where secondary education has a horizontal structure, ie where the lower level is followed by an upper level (Sweden, Italy, Denmark and France, for example) the emphasis has latterly been laid in the lower level on the four practical aims rather than the fifth, which assumes importance only at the upper level.

3. In 1966, the author felt he could differentiate these aims according to three separate groups of countries. One group laid more stress on the practical study of the modern language concerned than on intellectual or literary training: which amounts to saying that the practical and social purpose takes precedence over the cultural and literary. The second group placed in the foreground the foremost aim of secondary education, general culture and the training of the mind, with the study of a modern language making its contribution towards their acquisition in the same way as other subjects as for example the mother tongue, classical languages, mathematics, science and so on: this group seems to attach less importance to practical aims. The third group, lastly, stressed the importance of the practical aim in the case of the second modern language, since intellectual training comes later, while for the other modern languages intellectual training took precedence over the practical aim. But in 1971 this feeling has disappeared.

4. Instructions and curricula in all the countries reveal that there has been a reorientation of modern language study away from the mainly cultural towards a more practical aim but also allowing cultural and literary training to be promoted at a later stage. As recently as the early sixties in several countries official instruction attached more importance to the written language and reading than to the spoken language.

5. All countries are in agreement that a language must primarily serve as a means of communication. Four capacities need therefore to be developed, for a practical purpose: hearing, speaking, reading and writing the language. Stress must be placed at the outset on the practical use of the language, starting with the spoken language (listening, pronunciation, conversation), the next stage being that of the written language.

6. At the lower secondary level, the study of modern languages is often confined to essentially practical aims. At the upper level, however, the cultural aim is everywhere of key importance. Knowledge of the language must be extensive enough to give easy access to more advanced study, with a view to specialising in the language being learnt, or to reading scientific works in foreign languages or pursuing higher studies abroad.

7. Acquisition of a language is no longer an end in itself. It must at the same time help to spread knowledge about the peoples and countries whose language is being learnt, not merely their literature but also their civilisation and culture, their history and geography, customs, social and political life and their contributions to art and science.

8. Modern language teaching sets its sights still higher with the desire to stimulate pupils' interest in world problems in general. In other words, modern language teaching is expected to serve the cause of international co-operation, and deepen understanding and friendship among nations and peoples.

In the Federal Republic of Germany, for example, "the object of the teaching is the modern language. A pupil should learn to use the written and spoken language. The educational value of teaching a language is not, however limited to the imparting of a practical skill (which can result only in a certain superficial facility of expression in the language) nor to the acquisition of some kind of purely linguistic perfection (for example, grammatical accuracy). Rather should emphasis be given to the cultural aspect so that the pupil may become acquainted with a new intellectual sphere" (1).

It is the same in Austria. "Apart from the practical aim, ie enabling pupils to understand, speak, read and write a modern language with some degree of proficiency, cultural training is regarded as an important educational aim of language teaching. Pupils learn about the institutions and social, economic and cultural life of the country (or countries) whose language they are studying and about the part it plays in the unification of Europe and the world. It is important that young people should become aware of the values inherent in other civilisations, as this is the best way to prevent them from acquiring prejudices and the best means of developing their critical faculties and making them internationally-minded" (2).

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(1) Cf. report on Federal Republic of Germany, 5.0.

(2) Cf. report on Austria, 5.0.

The aim in France is "to teach pupils from the outset to speak the simple language in current use and then to read and write, and also to express, orally to begin with, general everyday facts and ideas. ... The object is twofold: to exercise pupils in the use of the language and to contribute towards their intellectual development by giving them texts to study which are representative of the life and thought of the foreign people ..." (1).

In Scotland, as in England, the aims of modern language teaching are very precisely set out:

(1) "to understand the everyday language spoken by an educated person of the country;

(2) to speak the language to the extent of expressing one's ideas intelligibly and with acceptable pronunciation;

(3) to read at sight, and with a good grasp of meaning, modern prose in the foreign language;

(4) to write the language fluently and correctly with a good command of idiomatic expression;

(5) to give the pupil an interest in the civilisation of the country whose language he is learning by teaching him something of its geography and history, its traditions and customs, its achievements in science and the arts." (2)

A course organised by the Italian Government under the auspices of the Council of Europe at Ostia (20 - 29 April 1966) on "Final examinations in modern language teaching", the delegates of member countries discussed the aims of modern language teaching. They reached unanimous agreement on the subject, and their agreement was endorsed by all the delegates attending the course organised under the auspices of the Council by the Turkish Government at Ankara (6 - 16 September 1966) on "Modern language textbooks in secondary general education".

"The aims of modern language courses in secondary schools are both general and specific. The general aim, which is shared with other subjects of the curriculum, is to contribute to the development of pupils' personality, and here the study of modern languages has a vital and distinctive role to play. The specific aims are practical and cultural and are:

(1) to enable pupils to understand speech at normal speed;

(2) to enable them to speak the language intelligibly;

(3) to enable them to read with ease and understanding;

(4) to enable them to express themselves in writing, and

(5) to give them a knowledge of the foreign country and an insight into its civilisation and culture.

The development of these aims should be integrated in the teaching at all levels in terms of the age, ability and interests of the pupils." (3)

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(1) Cf. report on France, 5.0.

(2) Cf. report on the United Kingdom B. 5.0.

(3) Report on the course on "Modern language textbooks in secondary general education" organised by the Turkish Government under the auspices of the Council of Europe at Ankara from 6 - 16 September 1966, Strasbourg, 20 October 1966, EGT (66) Stage XXIV, 2.

Cf. also "Modern languages and the world of today" by Max Gorosch, Bernard Pottier and Donald C Riddy - CCC and AIDELA, Strasbourg, 1968, p. 15 (English edition).

The Ankara course, having expressed agreement with the statement of aims prepared at Ostia went on to express the hope that the efforts to realise them would contribute substantially to international understanding and co-operation.

This definition of the aims of modern language teaching as formulated at Ostia in 1966, has been adopted by one member state of the CCC, in its official instructions, namely Cyprus. But the regulations of almost all reflect more or less completely and accurately these aims as defined at Ostia.

CHAPTER 6.0

METHODS AND TRENDS

6.1 Methods

Teaching methods are largely determined by aims. In none of the CCC member states today (1971) is the method, or are the methods, of modern language teaching prescribed by ministerial instructions. However, in France, for example, as recently as 1968, ministerial instructions did go into a good deal of detail about general principles, the planning of class work, lessons and homework and so forth - and thus gave a pointer to modern language teaching methods: for all practical purposes methods were prescribed. But since that time French teachers have been also free to choose the teaching methods best suited to them; and this is true today for teachers in all the CCC member states. By general consent the fundamental principle of a teaching pattern ensuring continuity is freedom for the teachers to choose the methods best suited to their abilities and those of their pupils. The resulting variety of school work may well develop an increased interest and motivation on the part of the pupils.

Although teachers have a free choice of methods, the Ministries of Education in about half the CCC member states issue recommendations and suggestions on modern language teaching methods; urging, for example, that every modern language lesson shall start with a realistic situation, and that the vehicular language shall be the foreign language etc.

Generally speaking, in all the member states today preference is given to active methods, and, more specifically, as regards language teaching, direct and oral methods. Such methods correspond to the aims of the teaching in this subject.

In principle it is possible to distinguish five groups of methods used by teachers in the different countries:

1. The old grammatical method: teaching begins with grammar and literal translation, as in the teaching of the classical languages. This deductive method is nowadays used only by the older teachers and is on the point of disappearing from schools.

2. The direct method: teaching begins with the spoken language and is continued entirely and exclusively in the foreign language. It is an inductive method, also called "active", "oral" or "natural".

3. The modified direct method: here the teaching is done on direct method lines, in the foreign language as much as possible, but the mother tongue is used for the explanation of certain problems, especially grammatical difficulties, when explanation in the foreign language would take up too much time. This method is also inductive: there are a number of variants known as the "elective method", "compromise oral method" and so on.

4. The audio-visual method: in the fifties a start was made with the development of modern methods making use of audio-visual aids ie the record-player, the tape-recorder, flannel-graphs, illustrated posters, flash-cards, films, filmstrips, film loops and slides - and so on to the language laboratory. These methods were developed particularly in France (St. Cloud and Besançon), the United Kingdom (with the help of the Nuffield Foundation) and the United States of America.

5. The methods of applied linguistics: such methods based on the direct method but also utilising the results of scientific research in modern linguistics are referred to as "structural method", etc.

Only two countries, Ireland and Malta, state that the grammatical method still finds favour with many of their teachers. It is true that the aims stated and even more the requirements of final examinations in modern languages influence decisively the choice of methods. It is therefore all the more satisfactory to note that in all countries teachers are using the direct method or a modified form of it - or at least that there is a strong tendency in this direction.

6.2 Trends

In all CCC member states it is noticeable that there are marked tendencies and indeed remarkable efforts towards modernising language teaching. In the last few years very definite progress has been made in the direction of the objective which the Council of Europe originally set itself: that all Europeans should know another language parallel with their mother tongue. There are already a fairly large number of countries where the study of a modern language has become obligatory for all children from the age of 9, 10 or 11 - as for example, in Sweden, Denmark, Norway, Spain, Italy and the Federal Republic of Germany. In the other countries a corresponding body of legislation is in preparation - or, in cases where such legislation is in principle not possible, as in the United Kingdom, there are at any rate strongly-worded recommendations along these lines to local education authorities. In some countries, as for example France and the Federal Republic of Germany, attempts have been made to teach a modern language at the pre-school stage: and those experiments are showing good results.

Although not all countries supplied information or comments on modern language textbooks used in their schools, the general tendency is for these to be edited by teams of several persons, experienced teachers as a rule, of whom one at least comes from a country where the language being taught is the national mother-tongue.

The Ministries of Education recommend that authors of textbooks should take account of modern teaching methods and heed the findings of research in modern and applied linguistics.

There are hardly any modern languages textbooks these days not supplemented by companion audio-visual material.

In all countries increasing use is being made of audio-visual aids in modern language teaching. Complete French, English and German audio-visual courses have indeed been devised in France and the United Kingdom, particularly - but also in the Federal Republic of Germany.

During the last 10 years or so the use of the language laboratory has spread considerably throughout Europe. At present language laboratories have been installed in a very large number of schools in countries such as the United Kingdom, Sweden, Denmark and Switzerland: the figures are more modest for countries such as Finland, France, Italy, the Netherlands and the Federal Republic of Germany but they are on the increase.

Modern teaching methods would not be complete without devising methods of examination adapted to present-day aims in modern language teaching. And so a number of countries mention experiements to develop modern methods of evaluation (oral tests). The new examination arrangements for the Scottish Certificate of Education include, for instance, appropriate to the various grades, an aural comprehension test and a test of understanding by reading.

Some countries, as for example France, the Federal Republic of Germany, Sweden and Turkey record as a new trend the teaching of one or more subjects in a foreign language which is itself being studied. France and the Federal Republic of Germany are on the point of introducing bilingual lycées (Gymnasia) where the first years will be devoted to intensive study of the language of the other country and where,

starting with the third or fourth year, one or two other subjects, such as history or geography, will be taught in the foreign language studied by native teachers. In Turkey, side by side with upper secondary schools, colleges have been established where the teaching of the foreign language is carried out on a more intensive scale and mathematics and science are taught in that language.

In nearly all countries modern language courses are now broadcast on radio or even television. There are modern language programmes designed for the general public which command a large audience and there are school radio and television programmes. The Italian radio and television (RAI) 'telescuola' programme includes an English course - as does the Bavarian radio and television "Telekolleg". The BBC produced the radio-vision course "French for Beginners" as long ago as 1964.

Another important development is that year by year an increasing number of teachers are spending fairly lengthy periods abroad to improve their knowledge of the language they are teaching.

C H A P T E R 7.0

FINAL EXAMINATIONS IN MODERN LANGUAGES

In all CCC member states the extended secondary course is formally completed by final examinations which include modern languages. In all countries with institutions of higher education these examinations at the same time mark the end of secondary education and qualify for admission to further education. In principle the present summary considers only the examinations taken at the end of the extended secondary course. Some countries, however, also have formal examinations at the end of the shorter course or of the lower level of secondary education. When this is the case, due reference is made in the country reports, as for example in the United Kingdom with the GCE "O" level or the equivalent "Ordinary Grade" of the Scottish Certificate of Education in Belgium the examination marking the end of middle school studies and in Italy the examination at the end of the scuola media course to qualify pupils for the intermediate school diploma (licenza della scuola media).

Although most examinations marking the end of extended secondary courses at the same time qualify pupils for admission to higher education, in some CCC member states it is not enough to pass this final examination and in order to secure admission to higher education, further conditions must be met. In the United Kingdom the universities require passes in certain subjects at "A" level in the General Certificate of Education, or in the Scottish Certificate of Education "H" (higher grade) passes. In Belgium the school-leaving certificate is not a qualification for admission to higher education and a matriculation examination must also be taken. In Spain, the "Bachillerato general superio" examination is taken at the end of the extended secondary course, but to secure admission to university a further year's study, namely the pre-university year, is necessary, at the end of which the matriculation examination (Examen de Madurez) has to be taken. In the Federal Republic of Germany it has been necessary to introduce the numerus clausus restricting admission to university in certain sectors.

Sweden, on the other hand, has recently abolished the formal examination marking the end of secondary education and replaced it by continuous evaluation. Marks obtained in the secondary school leaving certificate are the basis for deciding whether a candidate shall be admitted to this or that higher education establishment.

In 15 countries final examinations are organised on a national or regional scale and in 3 countries they are organised by the individual schools. Sweden no longer has formal examinations at the end of secondary school studies, although the Swedish National Board of Education exercises indirect control over the quality of teaching through the standard tests used for continuous assessment. In Turkey, except for the case of the colleges, there is no obligatory final examination in modern languages.

In a large majority of countries the final examinations consist of two parts: a written test and an oral. The written test includes translation from the mother tongue into the foreign language and in the other direction, précis (ie condensed version of a text, synthesis, summary, résumé); the guided commentary; questions requiring answers; free composition on a given subject; reproducing a text read aloud by the examiner (in German Nacherzählung); dictation; and reading comprehension tests. The reproduction and dictation are not simply written tests, as candidates write down what they have heard. This type of test can therefore be called "aural-written". There are other sorts of tests not dissimilar from these. In the way of oral tests there are plenty of variations: reading aloud, questions and answers, composition, conversation, recitation of a text learnt by heart, explanation of a text read immediately before the examination. Besides oral tests there are the aural comprehension texts taken in the United Kingdom, Malta and Cyprus.

In all countries the importance of the spoken language is recognised and attempts are made to give it adequate place in examinations. To date, however, circumstances have compelled most countries to leave the final decision to the candidates' written work, with the oral serving merely as modifying marks obtained in the written examination.

It must be concluded that in almost all countries methods of examining in modern languages are of a conservative nature; this can apparently be accounted for by tradition, conformity of examination methods for all subjects, and the necessity for standardisation. Yet the difference of weight attached to the various types of test in the different countries is astonishing: for example, the essay and reproduction of a text read aloud are almost the only tests in the majority of the Länder of the Federal Republic of Germany, Austria, Denmark and Norway, whereas this type of test is scarcely to be found at all in the other countries. The guided commentary, on the other hand, is current especially in France and Scotland.

In order to ensure regional or national uniformity in oral examinations, it is necessary to have highly developed technical equipment, which must be available in all schools. As far as is known, only England, Scotland and Sweden have carried out experiments of this kind on a sufficiently broad scale or indeed on a nation-wide scale. This kind of examination can only be undertaken with the aid of tape recordings.

While in many countries the written examination involves only one or two tests, it is interesting to note how in England, Scotland and also Cyprus, attempts are being made to do justice to the multifarious aspects of modern language teaching by means of a fairly broad range of tests of various kinds.

The following table relates only to those final examinations which qualify for admission to higher education. One must realise, however, that it is not really possible to make precise comparisons because, for example, the guided commentary or composition in one country is not the same thing as in another. The categorisation here is thus only an attempt to establish an approximate basis of comparison.

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Extended secondary course, final examination

COUNTRY	Description of examination or certificate awarded	Organised		Examinations in modern languages								
		on national or regional scale	in the individual schools	Written					Audio-written		Oral	
				translation into foreign language	translation from foreign language	précis or synthesis	guided commentary	free composition	reproduction	dictation	compulsory	optional
Austria	Reifeprüfung (Matura)		x		x or			x or	x		x	
Belgium	examen de fin d' études moyennes		x	x			x	x		x	x	
	examin de maturité		x			x					x	
Cyprus	examen de fin de Lyceion		x				x	x			x	
Denmark	Studentereksamen	x		x		x or	x or		x		x	
Spain	Bachillerato superior	x		x							x	
	examen de Madurez	x									x	
Finland	ylioppilastutkinto	x		x	x		x	x				x
France	Baccalauréat	x			x		x				x or x	
Greece	Akadimaikon Apolytirion	x		x	x			x		x	(x)	
Ireland	Leaving certificate	x						x			x	
Iceland	Studentsprof	x		x	x						x	
Italy	Maturità	x		x							x	
Luxembourg	Examen de maturité					x or	x or	x			x	
Malta	GCE Oxford or London	x										
	Malta matriculation	x										
Norway	Examen artium			x	x		x or	x or	x	x	x	
Netherlands	Getuigschrift de Gymnase/atheneum	x			x			x			x	
Fed. Rep. of Germany	Reifeprüfung	x or	x	x or	x or	x or	x or	x or	x	x		x
United Kingdom	GCE SCE	x		x	x		x	x		x	x	
Sweden	(Student-examen)								x		x	
Switzerland	Examen de maturité	x		x							x	
Turkey			x								x	

C H A P T E R 8.0

TRAINING OF MODERN LANGUAGE TEACHERS

The training and recruitment of teaching staff, specialised or otherwise, has already been the subject of a number of general studies from the international angle. This study is limited to the training of modern language teachers in the CCC member states (1).

According to the different requirements of the types of educational system - which in all European countries is organised on the basis of primary education, shorter-course or extended secondary education or else upper and lower levels of secondary education - two different kinds of modern language teachers are to be found in most countries:

1. Teachers qualified for the extended secondary education course or alternatively the upper level;

2. Teachers qualified for the short secondary course or alternatively the lower level. The latter usually teach in primary schools also, if a modern language is already being taught at the primary school stage.

In many countries the teacher of the first type is known as a professeur. In France, however, teachers in the colleges of general education (CEG) also take that title; they are, that is to say, professeurs for the CEG grade, although by virtue of the training they have received they belong to the second category.

To make it easier to differentiate between the two types of teacher I propose using for teachers in the first category the term "professeur" (in a lycée) and for those in the second category the term 'maître'.

In principle in all countries there are two sorts of institutions where a future teacher can study and be trained:

1. The university;

2. An institution providing training for the second category, ie maîtres, in principle regarded as part of the higher (or tertiary) education system and known under various names such as "école normale", "College of Education" "lärarhogsköla", "Pädagogische Hochschule"- "Hochschule für Erziehungswissenschaft","Pädagogische Akademie" - and so forth.

The future professeur (teacher in a lycée, Gymnasium etc), after passing his final secordary school examination, will study at a university for a period of from 3 to 6 years, most frequently for at least 4 years. Many modern language students spend a year at a university abroad. After completion of a full university course the candidate takes an appropriate examination, either a university examination whereby he obtains a degree such as licence-ès-lettres or master's degree, BA or MA, Magister Artium, or Philosophiae Magister or Filosofie Kandidat or docteur-ès-lettres etc, or, alternatively, a state examination which in some countries is competitive as, for example, the CAPES, the agrégation or the first Staatsexamen. Frequently he has studied two, indeed sometimes three, subjects and is qualified in more than one modern language.

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(1) For the training of modern language teachers the author is able to make use of the study by Karl Baschiera with the title "University examinations of future modern language teachers" (a cyclostyled document issued by the Council of Europe CCC/ESR (69) Project 50/6, Strasbourg, 1 August 1969).

In most countries this academic university training is supplemented by practical vocational training (pedagogy) although this is not yet an integral part of teacher training in all countries. As a general rule practical vocational training takes the form of a course in teaching theory and practice, with periods of observation and teaching practice in schools, and lectures in didactics and methods. Depending on the country, these courses last 3 months (the Netherlands) one year (France and the United Kingdom) or as much as two years (Federal Republic of Germany). At the end an examination has to be taken and like the examination at the end of the university course, it is one of the conditions for obtaining formal certification. In France, for instance, this course and the examination are part of the CAPES (Certificat d'Aptitude au Professorat du Second Degré) and the agrégation; in the Federal Republic of Germany students are required to take the second Staatsexamen at the end of the two years' vocational training.

The future maître (for the short secondary education) undergoes vocational training at a training centre, very often the same centres as those providing training are the same as those for instituteurs (primary school teachers). But, whereas future professeurs undergo a more or less exclusively theoretical training, followed afterwards by practical training, the vocational training of future maîtres is at all times a combination of academic study of the subject itself and practical training in teaching theory and methods, ie study of the modern language itself, linguistics, literature and other relevant matters is accompanied by lectures in pedagogics educational theory and method, as well as observation or practice in the classroom. As a general rule, in order to secure admission to these centres the candidate must have passed his final secondary school examination, but there are exceptions. Since these courses, which last 3 years, are more strictly controlled, it is more difficult to interrupt them by a period spent abroad. Some of these centres, however, make arrangements in collaboration with similar institutions abroad for the student to spend a certain amount of time in the country whose language he is studying, and this period counts as an integral part of the course. Normally, those preparing to occupy posts as maîtres obtain qualifications not only in one subject but in several: that is to say, they will teach the modern language in question and other subjects. The end of this training period is duly marked by an examination after which there is often a further period of practical training and a probation period of varying duration.

In the Federal Republic of Germany students training for posts as maîtres take a second examination at the end of this practical vocational training period. Those whose training is designed for the shorter secondary course may also obtain their vocational training by 3 years at a university plus a course of teaching theory and practice lasting from 12 to 18 months. At the end of their university course they take an initial Staatsexamen, and another at the end of the course of teaching theory and practice.

Although all countries recommend that their future modern language teachers should spend a fairly lengthy period in one of the countries whose language they are studying before their final examination, in the majority of CCC member states this stay abroad is not yet obligatory. No country so far imposes any obligation on modern language teachers to make regular visits abroad to refresh their knowledge of the language.

A very large number of future modern language teachers do make prolonged stays, a year or even longer, abroad, either during the university course or immediately after their final examinations. They may be awarded grants or take posts as assistants especially in the United Kingdom, France and the Federal Republic of Germany but also in Austria, Switzerland, Italy and Spain. At a later stage modern language teachers already working take the opportunity, after a few years' professional experience, of going abroad under an international teacher exchange system. Teacher exchanges have been fostered particularly between the Federal Republic of Germany and France, France and the United Kingdom and the United Kingdom and the Federal Republic of Germany, as well as between European countires and the United States of America.

These exchanges are possible, above all, between countries whose national language is widely-spoken - because exchange teachers normally teach their own mother tongue abroad as a foreign language. To recompense modern language teachers whose language is less commonly spoken and who are therefore unlikely to participate in teacher exchanges, countries with languages which are widely spoken organise a variety of courses and conferences.

In almost all countries in-service training and refresher courses for modern language teaching staff are arranged with the help of foreign teachers. They are organised either by local education authorities or universities or the modern language teachers associations, frequently in co-operation with foreign cultural institutes.

Modern language teachers wishing to go abroad to refresh their linguistic knowledge or to take further training courses are in most countries eligible for grant aid, etc.

As regards the nationality of the modern language teacher, in the majority of countries the titular posts of professeur and maître are reserved for nationals of the country. However, under international teacher exchanges based on bilateral conventions between Ministries of Education, a small number of foreign teachers are employed for limited periods. Moreover, the shortage of teachers has compelled certain school authorities to take on foreign teachers, particularly those whose mother tongue is English, under contract. Some 200 British teachers, for example, are employed on two-year contracts in 3 of the Länder of the Federal Republic of Germany.

While the number of foreign teachers in schools is not very high, in several countries assistants speaking the languages studied are employed to help the national teachers. Assistants are interchanged on a substantial scale between the United Kingdom, France and the Federal Republic of Germany; the exchange programme having started as long ago as 1904-5. After the second world war Italy, Switzerland, Belgium and Spain joined in. Assistants have as a rule not yet qualified as teachers and having not undergone vocational training they do not belong to the regular teaching staff and are not given responsibility for the overall teaching of a subject. They are therefore expected instead to help language teachers in their work with the pupils. As native speakers, they will be giving pupils practice in it, as well as being living exemplars of the language and civilisation being studied. Assistants are usually undergraduates in their last year of university, student teachers or young teachers who have not yet started on their professional career, and who accept posts on an exchange basis for a period - limited to a year - in a school abroad. In accordance with international agreements, assistants must be employed only to give pupils practice in the language being taught: which means exercises in vocabulary, pronunciation dialogue and conservation - always with the agreement of the responsible teachers. An assistant's work with pupils must not exceed 12 hours a week.

The Ministries of Education of the countries in question are responsible for assistant exchanges. In France, the United Kingdom and the Federal Republic of Germany the Ministries have set up special teacher and assistant exchange agencies:

France - Office National des Universités et Ecoles françaises
96 Boulevard Raspail, Paris 6e;

United Kingdom - Central Bureau for Educational Visits and Exchanges,
91 Victoria Street, London SW1.

Federal Republic of Germany - Pädagogischer Austauschdienst,
Sekretariat der Ständigen Konferenz der Kultusminister
der Länder in der Bundesrepublik, Deutschland,
D - 5300 Bonn,
Nasse-Str. 8.

Training of modern language teachers

COUNTRY	University	Subject-training institution	Course of teaching theory and practice	Residence abroad		Assistants or lektors employed
				obligatory	recommended	
Austria	x	x	x		x	x
Belgium	x	x	x		x	x
Cyprus	x	x	x	x		
Denmark	x	x	x		x	(x)
Spain	x	x			x	x
Finland	x	x	x		x	(x)
France	x	x	x		x	x
Greece	x				x	
Ireland	x		x		x	
Iceland	x		x		x	
Italy	x				x	x
Luxembourg	x	x	x	x		
Malta	x	x			x	
Norway	x	x	x		x	(x)
The Netherlands	x	x	x		x	
Fed. Rep. of Germany	x	x	x		x	x
United Kingdom	x	x	x	x or	x	x
Sweden	x	x	x		x	(x)
Switzerland	x	x	x	x		x
Turkey	x	x	x		x	

C H A P T E R 9.0

MODERN LANGUAGE TEACHING PERIODICALS

In most of the CCC member states periodicals for modern language teachers are published. The publishers are frequently modern language teachers associations. The most important of these journals are mentioned at the end of the country reports.

At this point it is appropriate to cite a few periodicals published in various countries for the teaching of the national language as a foreign language:

Le français dans le monde, review dealing with the teaching of French, published by Hachette and Larousse, Paris;

Modern English, a magazine for foreign students of English, published by International House, London;

English Language Teaching, published by Oxford University Press

Deutschunterricht für Ausländer, Zeitschrift für Unterricht- Methodik und sprachlichen Austausch, published by Max Hüber, Munich (but ceased publication in 1969);

Zielsprache Deutsch, Zeitschrift für Unterrichtsmethodik und angewandte Sprachwissenschaft, publisher, Max Hüber, Munich.

Then there is the periodical of the International Federation of Modern Language Teachers "Contact".

C H A P T E R 10.0

SOME THOUGHTS FOR THE FUTURE

So much for my synthesis on modern languages in the general education within the CCC member states. Despite the progress that has undoubtedly been made in the different countries, there remain a number of problems requiring an early solution if it is seriously intended to pursue, develop and promote the intensified modern language programme in Europe so that the largest possible number of people in Europe may acquire a better knowledge of those languages. An ever-increasing number of Europeans need to broaden and deepen their knowledge of modern languages. Several millions of these people have left their native land to find employment in some other European country. The problems of migrant workers and their families are familiar. How many difficulties and disappointments could have been avoided if the immigrants, and still more the people of the host country, had been able to understand, and still better, speak, the language of the other country? The world of today demands international co-operation. Mobility, long since recommended for the whole of Europe is one of the fundamental principles of the European Communities. What is the use, however, of a principle which, apart from other difficulties of an administrative nature, comes right up against the language problem. It is all very well to have recognition of certain diplomas and qualifications acquired in one country as being equivalent to the corresponding diplomas and qualifications in other countries so as to permit the practice of this or that occupation. But is it possible to practise a profession in a country without being able to speak its language? Science and research are no longer a national concern: no research worker can any longer disregard what is being done in other countries. International co-operation in science and research has come to stay, and this has been the case for a very long time. But without a fair knowledge of modern languages such co-operation is very difficult. More and more students need to do a portion of their studies in universities abroad. If they are to be able to pursue foreign university courses they must have a definite grasp of the language of the host country. Lastly, what opportunities there are nowadays for mutual understanding and contacts at European level through modern tourism, although most tourists are far from gaining the human benefit inherent in those opportunities, for lack of adequate knowledge of modern languages.

Given problems of this kind, we are faced with huge tasks that demand a solution.

Some years ago, some CCC member states started experiments in introducing children to a second language at the pre-school stage, and these experiments have shown very promising results. It would seem necessary to collate and exchange information on the experiments already attempted, to conduct research into these experiments within the general psychological and pedagogic context of the education of such young children to discover from them what methods are appropriate and applicable to linguistic initiation of this kind and to contrive adequate teaching materials for the benefit of the other CCC member states. Lastly educational material and methods need to be developed, making it possible to continue successfully this process of initiation by teaching a second language at primary school. The result will be that in a few years' time children coming into secondary schools will no longer be beginners in their first foreign language; they will have a certain command of their second language and thus be, up to a point, bilingual. Secondary education will have to be ready to receive these so-called bilingual pupils: it will have to think out adequate syllabuses on the lines of the syllabus for the mother tongue.

Similar problems will be posed by those pupils who have begun to learn a modern language at the age of 6, 7 or 8 - that is to say in the first, second and third years of primary school - such experiments date back some years now in several member states. Secondary schools should prepare for these children coming in, and there should be exchanges of information and the findings of research on this subject at European level.

The earlier chapters in this paper compared the present state of affairs in modern language teaching in the different member states and to indicate the direction in which things are moving. But the author has all the time been obliged to make certain reservations because of the great difficulties of achieving a basis of comparison. A teaching period given in a language in one country's schools is not the precise equivalent of a period in the same language in the schools of another country; but it is important that within one country it should be the same from one school to another. The total number of periods devoted to the teaching of a given language in one country does not ensure in the end the same results as in another.

In order to obtain more satisfactory criteria for comparison and to reach a higher level in modern language teaching in Europe there will be need for a detailed and precise description of the languages in question and the minimum requirements at the different educational grades. Descriptions of this kind would seem to be most urgently in demand for the most widely spoken European languages.

The authors of the publication - Modern languages and the world of today (1) - have already raised this problem, stressing that the first task of linguistic research is a description of European languages:

"The first step is to arrive at descriptions of European languages which satisfy both the basic demands of modern linguistics and pressing teaching requirements ..."

These descriptions must be primarily concerned with fundamental grammatical structures and basic vocabulary:

"Linguists can, and should, make inventories of the fundamental grammatical structures of European languages. The diversity of linguistic approaches at the present time makes any homogeneous solution difficult. It would be of advantage if these descriptions were established along comparable lines and using relatively standardised terminology."

"The work carried out on le Français fundamental has served as a model for other similar projects, the experience it provides enabling further improvements to be made. At the moment surveys are in progress on German, English, Spanish and Irish ..."

To the author's knowledge research on this theme is being done in England (Universities of Essex and Reading), France (Besançon and St. Cloud), the Federal Republic of Germany (Mannheim, Saarbrucken and Stuttgart) and Spain, but this list does not claim to be complete.

The results of such descriptions ought theoretically to permit the definition of several different degrees of command of a language and so lead to the planning of a number of curricula.

As long ago as the course on "Modern language textbooks in secondary general education" arranged by the Government of Turkey under the auspices of the Council of Europe at Ankara from 6 to 16 September 1966 (2), there was already some attempt to define the 4 successive stages of a complete modern languages course: introductory,

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(1) Max Gorosch, Bernard Pottier, Donald C Riddy: Modern languages and the world of today, Council of Europe, Council for Cultural Co-operation and AIDELA, Strasbourg 1968 (pp. 19 - 20, English version).

(2) Document EGT (66) Stage XXIV, 2 - Council of Europe, Committee for General and Technical Education

elementary, intermediate and advanced. While these four stages provide more or less an outline of the substance of the instruction and some indications about methods, what is needed now is a re-organisation of modern language teaching in accordance with a plan giving a description in measurable quantities of word-content (vocabulary) and (essential) structures appropriate to a course for a particular grade. To this should be added a definition, in measurable terms, of the degree of mastery expected as the target of the course in question.

Remembering still the aims of modern language teaching as defined in the symposium arranged by the Italian Government under the auspices of the Council of Europe, in April 1966 at Ostia (near Rome) (1) a basic course could be planned, followed by a series of further courses.

The basic language course should be eminently practical, and it should be compulsory for all pupils. Its aim should be to enable them to establish language contacts with other Europeans, so as to exchange information and express simple ideas, to conduct a straightforward conversation with a native, and to cope with the problems of ordinary everyday living. Contacts of this kind are possible given an easy and spontaneous command of the minimum vocabulary and essential structures.

Although the basic course is to be one in which the essential language minimum must be inseparable from considerable and spontaneous command of that minimum, it must be planned so as to be complete enough for pupils to be able to continue their study of the language at an advanced course, or to extend what knowledge they have acquired of it by reading or contacts with foreigners for whom it is the mother tongue. Or, if they give up their study of the language completely, they must have a solid enough grounding to be able to use it subsequently.

This means that the four first specific aims, ie the four practical aims defined at the Ostia course, should take precedence over the fifth, which is the cultural aim. Needless to say, the study of a language is in itself of immense cultural value, and regardless of standard enhances inestimably the individual's intellectual and cultural attainments.

It is clearly impossible to define a basic language course in terms of numbers of periods or school years. The only valid definition is both quantitative and qualitative. Nonetheless, the measurable quantity and quality must be the same throughout the member states of the Council of Europe's Council for Cultural Co-operation, irrespective of the pupils' mother tongue. Depending on the size of the gulf separating the mother tongue and the language being studied, not to speak of other factors (aptitude, capacity, quickness to learn, numbers per class etc) which bear on language study, we have to envisage a greater or less amount of time (school years, periods per week) for attaining the objective of the course. Descriptive and contrasting linguistics should supply the basic material for building up the course syllabus. While the quantitative description would make it possible to indicate the essential amount of vocabulary and structures, the qualitative description would cover qualitative details concerning skill and speed in aural comprehension and understanding by reading as also expression (oral and written). Spontaneous aural comprehension and oral expression are of the utmost importance.

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(1) See page 14 of "Modern languages and the world of today", op. cit. The delegates attending the Ostia course in April 1966 unanimously adopted the statement concerning the aims of modern language teaching set out in Section 5.0 of this paper.

Lastly, the basic course must be constructed in accordance with the most up-to-date principles of educational theory, methodology and applied linguistics in order to secure better results and to ensure that pupils are positively and permanently motivated.

After the basic course, pupils should have a choice between several further courses in the same language, a basic course in another language, or abandoning the study of modern languages.

The further courses might be more or less literary, or chiefly practical and technical. The objective of the literary course would come closest to the course in the first language leading up to matriculation or the baccalauréat in the present educational systems, for admission to higher education, but it would be enriched by a greater active command of the language, so that from the outset the student can pursue advanced studies successfully in a country where it is the national language. It is this course, in particular, where greater importance is accorded to the fifth of the Ostia aims, the cultural aim - "to give (pupils) a knowledge of the foreign country and an insight into its civilisation and culture" - than in the other courses described - though in these, too, the aim is not entirely ignored.

The other further courses should lead to an effective mastery of the language comparable with that achieved in the literary course, but technical rather than literary texts should provide the central point. The pupils should manage, for instance, to read scientific and technical publications and periodicals.

A third type of further course would be designed to give students enough command of the language, when they have successfully completed the course, for them to take jobs in which they use their knowledge of the language, for instance, in commerce, dealing with foreign correspondence or as secretaries required to be able to work in foreign languages.

Lastly, there might be further courses devoted exclusively to aural comprehension and reading. More and more in Europe meetings and assemblies are being held, where each speaks his mother tongue and is understood by the others - despite their inability to speak that language themselves. Courses of this kind will be provided especially for a second, third or fourth language.

A series of courses of this kind will also demand standardisation on a European scale, which can only be achieved by close co-operation between the CCC member states. Thanks to the inclusion of courses with a standardised syllabus not tied to the pupil's mother tongue, unit/credits could be devised and transposed and integrated into a system of permanent education. Such courses would be planned without reference to the school system, fitting in with a selective or comprehensive system equally well. Basic courses together with a series of further courses in modern languages might likewise be provided in tertiary education establishments and adult education.

Recently, as part of the programme of the CCC's Committee for Out-of-School Education and Cultural Development, the first steps were taken towards a system of modern language courses in unit/credits. The following studies carried out by this committee and published in Strasbourg in 1972 might serve as a help and a model for devising modern language courses as outlined above for general education:

- Rene Richterich, A model for the definition of language needs of adults learning a modern language;

- Dr J A van Ek, Proposal for a definition of the threshold level in foreign language learning by adults;

- D A Wilkins, An investigation into the linguistic and situational content of the common core in a unit/credit system.

By such means it should be possible to achieve comparable levels of knowledge of modern languages throughout the member CCC states. This is no more than an attempt to sketch out a few thoughts on the subject, which will need to be carried further and developed.

The goal, however, is plain: every European should have at his disposal at least two languages, his own mother tongue and a second language, preferably one of the widely spoken languages. And cannot an erudite European, who has successfully completed an extended secondary course, be expected to know at least two foreign languages besides his own mother tongue? Europe needs a substantial polyglot task force.

A P P E N D I X I

Questionnaire for an enquiry into the teaching of modern languages in European primary and secondary schools (Academic year 1962-63)

I. Extent of modern language teaching

1. a. What proportion of school children in your country learn, compulsorily or optionally, one or more modern foreign languages? (Please fill in the attached form.)

   b. What modern languages are studied compulsorily or optionally in the various types of schools?

2. a. How many pupils study each of the languages taught? (Please give, as far as possible, up-to-date statistics showing the percentage of pupils learning each language.)

   b. What are the principal reasons for any noticeable trends, such as an increase or decrease in the number of pupils learning the various languages? Please state the reasons liable to influence the choice of language (eg teaching of a dead language).

   c. For each language studied, please state

   i. for how many years;

   ii. for how many periods per week (and the length of each period);

   it is taught in the various types of school.

   d. In the event of a modern language being dropped from the curriculum before the completion of any school course, please state the reasons for this.

3. a. Of what does the final examination consist at the various levels?

   i. Written examination? (dictation, translation from and into the language, composition, etc). Please state the number, length and type of written papers, and whether a dictionary may be used. If use of a dictionary is permitted, please say whether it is compiled in the foreign language only or whether it is bilingual and also whether candidates are free to choose the dictionary they wish to use.

   ii. Oral examination? (reading aloud, translation, conversation, unprepared speeches, etc).

   Please attach sample examination papers for the various levels and describe the oral examination procedure.

   b. Are the examinations set by the schools themselves, or are they nation-wide public examinations? Are candidates examined by their own teachers or are the examinations carried out by travelling panels of examiners, etc?

4. What is the average size of a modern language class at the various school levels?

II. Teaching methods

5. a. What new methods, if any, of amodern language teaching have been tried out in your country? Please give a brief description.

b. What percentage of pupils, if any, have been taught by such new methods?

c. Are the results satisfactory?

6. What modern language teaching reforms have been introduced since 1945 and what reforms are planned? (eg teaching becoming compulsory or optional, timetables cut down or extended, examination standards raised or lowered etc).

a. Is the supply of qualified modern language teachers sufficient to meet present needs? If not, what steps are being taken to deal with the situation (radio and television broadcasts, recourse to teachers who are not fully trained; over-crowding of classes, etc)?

b. If radio and television are used in modern language teaching, do they supplement normal lessons or do they in some cases take the place of the teacher entirely? At what levels and to what extend has this method of teaching become part of your country's educational system?

7. a. To what extent is modern language teaching in your country directed towards:

i. general culture in the strict sense;

ii. the speedy and practical use of the knowledge gained as a means to the acquisition of other than purely linguistic knowledge eg scientific or technical knowledge?

b. Has special provision been made in your country for teaching modern languages to:

i. children with only an average or less than average gift for this type of study;

ii. particularly gifted pupils?

III. Training of teachers

8. a. Do modern language teachers undergo any special pedagogical training (periods of probation in schools, systematic introduction to the language as spoken and written today, etc)?

b. How are primary school teachers trained to teach a modern language to children under 12 years of age (special courses forming part of their normal teacher-training, facilities for attending university lectures and taking examinations, periods spent abroad, etc)?

c. Are special facilities available for keeping modern language teachers informed of new teaching methods, etc? Please describe all "refresher" systems in force in your country (refresher courses for established teachers, educational circulars, special modern language teaching periodicals, etc).

A P P E N D I X II CONFERENCE OF EUROPEAN MINISTERS OF EDUCATION

Second conference - Hamburg, 10 - 15 April 1969 - Resolution No. 6 on

The expansion and improvement of modern language teaching

The Ministers of Education express the conviction that greater importance than ever before must be attributed to increasing the knowledge of modern languages. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international co-operation and the safeguarding and development of our common heritage depend on it.

The Ministers agree upon the need to provide, or to improve, facilities for teaching modern languages at school. Consideration should be given to the possibility of this instruction being made compulsory.

Experience in certain European countries has shown that a great extension of the teaching of modern languages is practicable. This seems to hold good also for relatively young pupils.

The Ministers recommend that periodical surveys be made in each country in order to ascertain the proportion of children following modern language courses. The results should be published in order to show the progress made.

The Ministers consider it highly desirable that members of the teaching profession should have studied at least one foreign language.

The Ministers recognise the success of numerous official and private organisations in the promotion of language teaching, of exchanges of teachers and pupils, of correspondence between school children, and in related forms of international co-operation; they will endeavour to increase their support for these activities.

The Ministers confirm their intention to assist each other in the task of improving and expanding the teaching of languages. This will, of necessity, affect teaching methods as well as school curricula and the training of teachers.

The Ministers further suggest that oral self-expression in foreign languages should be encouraged and that examinations should be adapted accordingly.

The Ministers recommend that careful attention be given to the adjustment of teaching methods to modern conditions and to the needs of different categories of pupils and types of school.

To this end, they deem it desirable that the following measures be put into effect:

- Each country should stimulate linguistic and psychological research, the object of which would be the improvement and expansion of modern language teaching;

- Arrangements should be made to exchange information, equipment (for instance, films and tape recordings) and services; the use of tape recordings in correspondence between the very young is particularly to be encouraged because it eliminates the difficulties of written expression and preserves the spoken language of the young;

- Further meetings of experts should be held under the auspices of the Council of Europe for the purpose of studying methodological and other problems of modern language teaching;

- Courses should be organised for students and in-service teachers;

- More intensive use should be made of audio-visual methods of teaching modern languages in accessory school activities.

Lastly, the work of promoting international co-operation in the field of modern language teaching should also include a concerted effort with regard to the study of the specialised language needed in scientific and technical branches. The Ministers accordingly hope that the Council of Europe will convene meetings of research workers and technical and linguistic specialists to consider these problems.

A P P E N D I X III CONFERENCE OF EUROPEAN MINISTERS OF EDUCATION

Third conference - Rome, 8 - 13 October 1962 - Resolution No. 2 on

Teaching of modern languages

THE MINISTERS OF EDUCATION

WELCOME the progress achieved since the Hamburg meeting and desire that the action undertaken be continued;

CONSIDER in particular that ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not yet given, and

DECIDE, in view of the vital part to be played in this extension of modern language teaching by good oral methods, to ensure that the necessary conditions exist for the effective carrying out of such teaching. One of the most important of these conditions is the limitation of the size of classes;

DECIDE further to take all possible steps to ensure that in universities and teachers' colleges future teachers at any school level will receive adequate training in the methodology of modern language teaching and to facilitate arrangements by which language specialists may spend reasonable periods abroad,

AGREE to promote the in-service training of qualified teachers especially through courses run in conjunction with teachers' associations, at which courses the teachers would be introduced:

a. to the results of the work of universities and research institutes on the spoken forms of language and the language used in specialised subjects;

b. to new methods of teaching modern languages, for example, audio-visual methods;

AGREE further to endeavour to promote research and experiments designed to enable teachers not yet qualified for language teaching to obtain the necessary training, so that the extension of modern language teaching can be carried out as soon as possible.

ARE IN FAVOUR of international co-operation designed to establish, on a comparable basis, and through national research teams, basic vocabularies and fundamental grammatical structures in the European languages.

A P P E N D I X IV COUNCIL OF EUROPE : COMMITTEE OF MINISTERS

Resolution (69) 2, (adopted by the Ministers' Deputies on 25 January 1969)

On an intensified modern language teaching programme for Europe

The Committee of Ministers,

Considering the Recommendation No. 40 (1968) of the Council for Cultural Co-operation concerning the teaching of modern languages;

Considering Recommendation 535 of the Consultative Assembly;

Having regard to the place given to modern languages in the European Cultural Convention;

Having regard to the importance of modern language teaching, as stressed by the European Ministers of Education at their second and third conferences (Hamburg, April 1961 and Rome, October 1962);

Having regard to the Resolution No. 35 (1968) of the Council for Cultural Co-operation, calling for further efforts in this field, taking account of the recommendation of its Group of Co-ordinators and the suggestions made in the publication "Modern languages and the world today";

Believing:

- that if full understanding is to be achieved among the countries of Europe, the language barriers between them must be removed;

- that linguistic diversity is part of the European cultural heritage and that it should, through the study of modern languages, provide a source of intellectual enrichment rather than be an obstacle to unity;

- that only if the study of modern European languages becomes general will full mutual understanding and co-operation be possible in Europe;

- that a better knowledge of modern European languages will lead to the strengthening of links and the increase in international exchanges on which economic and social progress in Europe increasingly depends;

- that a knowledge of a modern language should no longer be regarded as a luxury reserved for an élite, but an instrument of information and culture which should be available to all,

Expresses its satisfaction at the progress made since the "Major Project, Modern Languages" was initiated;

Recommends to the governments of member states that an intensified programme be undertaken as follows:

1. In primary and secondary schools:

- introduction, to the maximum extent possible in existing national circumstances, of the teaching of at least one widely spoken European language to pupils from the age of about 10, with a view to extending such teaching as soon as possible to all boys and girls from about this age;

- preparation of modern teaching materials for use in language courses making full and systematic use of audio-visual means;

- development of language courses, making systematic use of television, radio and other audio-visual media in combination with modern study materials;

- installation of special facilites for modern languages teaching, including well-stocked libraries and equipment enabling schools to take advantage of suitable radio and television programmes etc;

- revision of methods of assessment (tests, examinations ...) to give due prominence to auditory and oral skills;

- systematic experimentation into the feasibility of introducing at least one widely spoken foreign language into the curriculum of all European school children at the earliest possible stage before the age of 10.

2. In institutions of higher and other forms of post-secondary education:

- modernisation of courses of study for students who specialise in modern languages to ensure their proficiency in the present-day use of these languages and their acquisition of a sound knowledge of the civilisation of the country concerned;

- installation of equipment to enable these students to practise their languages in the best possible conditions;

- introduction, or expansion, of arrangements for study visits (by means, where appropriate, of exchange or interchange) to foreign countries whose mother tongue is being studied;

- provision of facilities (for instance, language centres) to cater for the general and professional needs of students who are not language specialists but who wish to learn, or to improve their command of, modern languages.

3. In adult education:

- the creation of proper facilities for "permanent education" in modern languages enabling all European adults to learn a language or languages of their choice in the most efficient way.

4. In initial and in-service training of modern language teachers:

- organisation, for all future and serving modern language teachers, of courses on recent developments in teaching methods, on such findings of linguistic science as are relevant to language teaching and on ways of using modern teaching apparatus efficiently;

- promotion of arrangements for intercharge or study visits abroad at regular intervals (for example, programmes allowing serving teachers to teach or study in the countries whose languages they teach);

- provision of special training courses for modern language teachers entrusted with classes of adult learners.

5. In research:
(cf. 1. sub-sections 5 and 2 above)

- research into the factors affecting language acquisition, learning and teaching at all ages and with all categories of learner;

- research into the development of the most suitable syllabuses, materials and methods of teaching for all categories of pupils and students;

- definition of criteria of language proficiency leading to the production of tests for evaluating the results of language learning;

- preparation of basic lists of words and structures of the European languages (spoken and written), to facilitate the construction of study materials appropriate to modern aims and methods of language teaching, and examination of the possibility of furthering the study of less widely known European languages;

- analysis of the specialised language of science and technology, economics etc.

Invites each government of member states as soon as possible,

- to nominate or create national centres specialising in such fields as:

i. systematic collection and distribution, to language teachers and others, of information on the findings of research having a bearing on modern language teaching;

ii. documentation on the specialised use of languages particularly in science and technology;

iii. techniques of testing proficiency in modern languages;

iv. use of modern technical equipment for teaching languages.

- to examine whether any existing institutes or centres for modern languages could, with advantage, take over certain tasks of common European benefit;

- to appoint a "modern language correspondent" (a person or an institution or the existing governmental services dealing with the CCC) to be entrusted with the task of promoting the aims of the CCC and the realisation of its intensified European programme in modern languages;

- to promote co-operation with existing non-governmental organisations, in particular teachers' associations concerned with modern language teaching, and to further the establishment of such organisations wherever necessary;

Invites other international governmental and non-governmental organisations, publishers and producers of equipment concerned with modern language teaching to assist in carrying out the intensified European programme in modern languages.

In the same section - General and technical education

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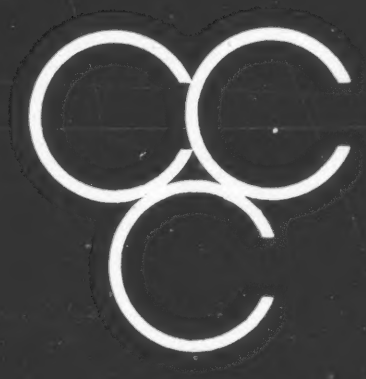

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